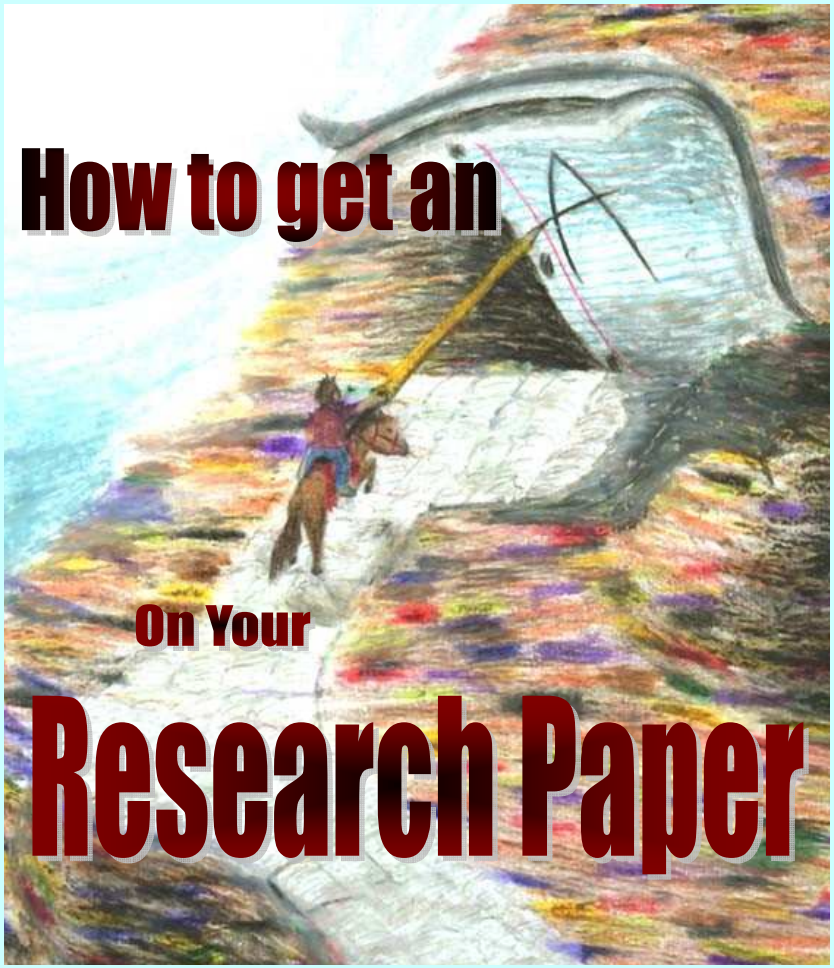

Version 7.0

Written and compiled by
the East Greenwich High School English Department

A note on this version:

The Modern Language Association has changed several of its standards for documenting research. For example,

- **URLs are no longer required in lists of works cited.**
- **Source material must be indicated for each entry listed (e.g., Web, Print, CD, etc.).**
- **Longer works are no longer underlined but rather italicized.**

This handbook has been revised for consistency with the 2009 version of *MLA Handbook for Writers of Research Papers, Seventh Edition.*

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Feedback Rubric

Research Paper — INFORMATIONAL WRITING

		X	M	NM	SBS
ORGANIZATION					
Title...		clearly gains the reader's attention, is clearly relevant to the thesis, and contains all relevant information.	is effective in gaining the reader's attention, is clearly relevant to the thesis, and contains all relevant information.	is somewhat effective in gaining the reader's attention, is somewhat relevant to the thesis, or does not contain all relevant information.	is ineffective in gaining the reader's attention, is not clearly relevant to the thesis, or does not contain relevant information.
Introduction...	W-1-4-4	clearly hooks reader's attention, begins smoothly, establishes a relevant context, and states a clear thesis.	hooks the reader's attention, begins smoothly, establishes a relevant context, and states a clear thesis.	hooks the reader's attention, begins smoothly, establishes a relevant context, or states a somewhat unclear thesis.	is ineffective in gaining the reader's attention, is not clearly relevant to the thesis, or does not contain relevant information.
Thesis & Projected Organization...	W-1-3-1 W-1-3-2 W-1-3-3	makes a persuasive, insightful, relevant argument, presents a persuasive conclusion to the essay, is organized in a logical pattern, and states clearly.	makes an insightful, relevant argument, presents a persuasive conclusion to the essay, is organized in a logical pattern, and states clearly.	makes a somewhat less relevant or insightful argument, presents a less persuasive conclusion to the essay, or states somewhat unclearly.	are disorganized, unsuitable, or marginally relevant to the prompt.
Overall organization...	W-1-3-1 W-1-3-2 W-1-3-3 W-1-4-1	always follows an explicit, logical pattern, excludes irrelevant information, and is divided into sections which clarify and analyze the topic.	usually follows an explicit, logical pattern, excludes irrelevant information, and is divided into sections which clarify and analyze the topic.	inconsistently follows an explicit pattern or may need further division into sections or paragraphs. Some points may be illogical and information marginally relevant.	follows an inconsistent, illogical, or invalid pattern. Points are out of order, include or ignore information irrelevant to the topic.
Topic sentences...	W-1-3-4	skillfully introduce paragraphs and sections and are supported by appropriate transitional words.	accurately introduce paragraphs and sections and are supported by appropriate transitional words.	usually introduce paragraphs or sections and are supported by appropriate transitional words.	haphazardly introduce paragraphs or sections and are not explicit, or are not in the writer's own words.
Conclusion...	W-1-3-4	clearly synthesizes topic and fully develops a satisfying, appropriate connection to the broader world of ideas.	ownership clearly and develops an appropriate connection to the broader world of ideas.	begins to synthesize topic, but is under-developed.	merely summarizes topic, is unclear or underdeveloped.
CLARITY & SUPPORT					
Understanding of topic	R-1-2-7 R-1-2-6 R-1-2-4	is sophisticated, accurate, and clear.	is consistently evident and accurate.	is sometimes inaccurate, and may be somewhat unclear or simplistic.	is inaccurate, unclear, or simplistic.
Elaboration using facts and details...	W-1-2-3 W-1-3-1 W-1-3-4	consistently support and enhance valid assertions through credible and logical quotations, statistics, definitions, descriptions, examples.	consistently support valid assertions through credible and logical quotations, statistics, definitions, descriptions, examples.	inconsistently support valid assertions through credible and logical quotations, statistics, definitions, descriptions, examples.	inconsistently support assertions or contradict writer's points frequently.
Integration of support...	W-1-2-7	Researched passages are always integrated and paraphrased seamlessly within the writer's own words. Research from multiple sources is interspersed and rarely presented in "stacks."	Researched passages are almost always integrated and paraphrased seamlessly within the writer's own words. Research from multiple sources is interspersed and not presented in "stacks."	Research passages are usually integrated and paraphrased within the writer's own words. Research from multiple sources is interspersed but sometimes presented in "stacks."	Researched passages are infrequently integrated. Research from multiple sources is infrequently interspersed throughout and frequently presented in "stacks."
Documentation: Heading block, title, quotes, & paraphrases formatted properly.	W-1-4-4 W-1-3-3	...are always...	...are almost always...	...are frequently...	...are infrequently...
Works cited page is formatted MLA form.	W-1-3-3	...always...	...is almost always...	...frequently...	...infrequently...
STYLE					
Fluency ...	W-1-4-4	is evident through consistently accurate word choice and sentence constructions. All sentences logically follow one another.	is evident through consistently logical word choice and sentence constructions. Most sentences logically follow one another.	is sometimes as evidenced by some word choice or sentence constructions. Many sentences do not follow logically.	is underdeveloped as evidenced by little or no word choice or sentence constructions. Most sentences do not follow logically.
Writer's voice is...	W-1-3-3 W-1-3-4 W-1-3-5 W-1-3-6	unique, consistently formal in the active voice, and is free from clichés, rhetoric, loose shifts, first person, and trite commentary.	consistently formal, in the active voice, and is typically free from clichés, rhetoric, loose shifts, first person, trite statements.	inconsistently formal, sometimes in the passive voice, or contains some clichés, rhetoric, loose shifts, 1st person, or trite commentary.	uses informal language and clichés, rhetoric, loose shifts, 1st person, or trite commentary.
CONVENTIONS					
Use spelling, punctuation, diction	W-1-2-3 W-1-3-7	achieves credibility of the thesis, argument, or position.	lend credibility to the thesis, argument, or position.	are sometimes distractive.	are frequently distractive, interfere with meaning, or detract from the thesis, argument, or position.

X: Exceeds Standards indicates acceptable performance in ALL standards/benchmarks and EXCEPTIONAL performance in several.
M: Meets Standard indicates acceptable performance in MOST standards with difficulties in some.
NM: Nearly Meets Standard indicates acceptable performance in ALL standards/benchmarks but with difficulties in several.
SBS: Significantly Below Standard indicates unacceptable performance in MOST standards/benchmarks.

To the Student:

The word *research* means "to search again." Although you will be searching through many sources containing others' opinions and facts, you are expected to find a fresh perspective on your topic.

The research paper is *not* something that is created overnight. It takes times and careful planning to search, document, review, organize, draft, and edit this document. Outlined here is a step-by-step process which will help ensure your success. Each step may be checked along the way and evaluated for thoroughness, so be sure to invest plenty of time in the research process.

Although your teacher will likely provide you with some library time, you are responsible for making your own arrangements to scout out your material and find sources for this assignment. The sooner you do so, the better. Plan ahead, and use your time wisely. Bring your materials to class each day!

The Stakes

Due to the extensive time and effort required for this assignment, your research paper will count as a major assessment toward your quarter grade. Typically, the research process counts for one grade, the paper itself counts for two grades (content and form), and MLA formatting counts for one grade (or 400 points total).

Your final draft and process package are expected to be submitted to your teacher on the assigned due date *regardless of whether you are in school or not*. Computer and printer failures are NOT valid excuses for failing to submit your research paper on time, so plan ahead accordingly. The grades for this assignment will each be reduced by ten points for each day the paper is late.

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In-Text (Parenthetical) Citations: FAQ

How should I cite sources within my paper?

Include in parentheses the author's last name, a space, and the page number. Note: Do NOT include abbreviations such as p. or pp. for page(s). Do NOT include a comma after the author's name. Example: (Smith 22).

What should I do if the author's name appears my sentence itself?

In this case, omit the author's name in the parentheses. Never include the page number in the sentence itself. Example: According to Smith, global warming is unavoidable (22).

What should I do if I want to cite a work with no author?

Abbreviate the work's title. Ensure your abbreviation is consistent with that in your list of works cited AND in subsequent citations. Example: ("Global Warming" 22).

What about two authors with the same last name?

Simply add each author's first initial to your parenthetical citations. Doing so will let your reader know to which entry on the list of works cited your citation refers. Example: (M. Smith 22).

What if I am citing two or more works by the same author?

In order to distinguish among different works by the same author simply include the author's name in your sentence and an abbreviated title corresponding to the title in your list of works cited. Example: ("Global Warming" 22).

C	• **Title** includes minimal, irrelevant, or grammatically incorrect information. • **Hook** somewhat effectively addresses the reader. • **Thesis** is somewhat developed and focused. • **Projected organization** is somewhat divided, relevant, and grammatically parallel. • **Introduction** is somewhat unclear and might contain supporting quotations. • Body of paper is mostly objective and written in **third person.** Some accidental first or third-person references may occur. • **Writer' "voice"** is sometimes informal, choppy, stilted, or unclear throughout the paper. • **Research supports** clearly and sufficiently the thesis and topic sentences. • **Researched passages (quotations) are usually integrated** and paraphrased seamlessly within writer's own sentences. • Paper is a combination of writer's own word and research. **Writer's own words** are used to connect research. • Paper is divided into evident **sections** that support the thesis and follow the order of the **projected organization** or "**proofs**" addressed in the introduction. • **Research** from multiple sources is NOT typically interspersed throughout the paper and sometimes presented in "stacks." The writer relies primarily on one or two main sources. • **Transition words** are used in places but do not always add to the clarity of the paper. • Some paragraphs contain clear, relevant **topic sentences**. • Paper is generally **organized** but may include irrelevant information. • Writer's **points** are sometimes unclear. • Paper is relatively free of **grammatical errors**, but some detract from the understanding of the paper. • Paper includes several common "**target area**" problems (colloquialisms, tense shifts, first person, etc.). • **Conclusion** is somewhat clear or attempts to establish a "clincher." The conclusion might contain supporting research.

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TERMINOLOGY

Approach	The way your paper addresses and narrows its topic.
Citation	Using the author and page number in parenthesis to show the reader from where you obtained a piece of information or opinion.
Clincher	Last sentence of a paragraph or section. It states why the preceding evidence supports the topic sentence.
Commentary	Also known as opinion, insight, analysis, explanation, interpretation, inference, evaluation, judgment, reflection.
Final Clincher	Last sentence of the conclusion. It leaves the reader with something pertinent and profound or thought-provoking to think about.
Full-circle conclusion	Restates the **thesis** sentence in a new way and then returns the reader to the **occasion** or **hook** contained in the introduction by commenting on its greater significance.
Funnel-shape	The organization of the **introduction**. Typically moving from broad to specific, it begins with the hook, flows to the occasion, to the pivot-point, and finally, to the thesis and projected organization.
Hook	The lead sentence(s) of your introduction used to "bait" your reader into reading on. It could be an, analogy, description, controversial statement, etc.
Introduction	The first paragraph or paragraphs of the paper. It is funnel-shaped and always ends with your **thesis**.
Occasion	An anecdote, vignette, current event, cultural commentary that follows the hook and relates the significance of the paper's topic to something larger and more significant than the paper itself.
Outline	A formal plan detailing how each part of your essay relates to what precedes and follows it. It contains Roman numerals, and Arabic numbers and letters.

B	• **Title** includes all relevant information. • **Hook** addresses the reader or audience by posing a question, establishing a context, or otherwise developing reader interest. • **Thesis** is developed and focused. • **Projected Organization** is divided, relevant, and grammatically parallel. • **Introduction** is well-sculpted and "funnels" toward the thesis. It contains NO supporting quotations. • Body of paper is objective and written in **third person**. "I" is never used. If "you" is used, it is used only to address the reader sparingly in the introduction and/or conclusion. • **Writer's "voice"** is usually formal and appropriate to audience. • **Research supports** clearly and sufficiently the thesis and topic sentences. • **Researched passages (quotations) are usually integrated** and paraphrased seamlessly within your own sentences. • Paper is a combination of writer's own word and research. **Writer's own words** are used to connect and/or explain research. • **Research** from multiple sources is interspersed throughout the paper and NOT presented in "stacks." The writer does NOT rely primarily on one or two main sources. • Paper is divided into evident **sections** that support the thesis and follow exactly the order of the **projected organization** or "**proofs**" addressed in the introduction. • **Transition words** are used effectively between and among sections and paragraphs and add to the clarity of the paper. • Nearly all paragraphs contain clear and relevant **topic sentences**. • Paper is efficiently **organized** throughout and excludes irrelevant information. • Writer's **points** are generally clear. • Paper is largely free of **grammatical errors**. • Paper is free from common "**target area**" problems (colloquialisms, tense problems, etc.). • **Conclusion** is relevant and clear, well-developed and contains an effective and thought-provoking "clincher." The conclusion does NOT contain any supporting research.

Holistic Grading Guide for CONTENT & FORM (x 2)

This rubric takes your paper into account as a whole. This grade counts TWICE and will be determined by the majority of descriptors which apply.

A

- **Title** includes all relevant information and is creative.
- **Hook** effectively addresses the reader by posing a question, establishing a context, or otherwise developing reader interest.
- **Thesis** is well-developed and focused.
- **Projected organization** is clearly divided, relevant, and grammatically parallel.
- **Introduction** is well-sculpted and "funnels" toward the thesis. It contains NO supporting quotations.
- Body of paper is objective and written in **third person**. "I" is never used. If "you" is used, it is used only to address the reader sparingly in the introduction and/or conclusion.
- **Writer's "voice"** is consistently formal & appropriate to audience.
- **Research supports** clearly, consistently, and sufficiently the thesis and topic sentences.
- **Researched passages (quotations) are always integrated** and paraphrased seamlessly within your own sentences.
- **Research** from multiple sources is interspersed throughout the paper and NOT presented in "stacks." The writer does NOT rely primarily on one or two main sources.
- Paper is a combination of writer's own word and research. **Writer's own words** are used to amplify, connect, and explain research.
- Paper is divided into evident **sections** that support the thesis and follow exactly the order of the projected organization or "proofs" addressed in the introduction.
- **Transition words** are used effectively between/among sections and paragraphs and add to their clarity.
- All paragraphs contain clear and relevant **topic sentences**.
- Paper is efficiently and logically **organized** throughout and excludes irrelevant information.
- Writer's **points** are consistently clear throughout.
- Paper is free of **grammatical errors**.
- Paper is free from common previous "**target area**" problems (colloquialisms, tense problems, etc.).
- **Conclusion** is relevant, clear, well-developed and contains a relevant, effective and thought-provoking "clincher." The conclusion does NOT contain any supporting research.

Pivot-point	The sentence in the middle of the introduction that **transitions** from the occasion to the thesis.
Plagiarism	Passing off someone else's ideas or words as your own. Plagiarism is intellectually dishonest and is grounds for immediate failure.
Pre-writing	The process of "dumping" your ideas onto paper before organizing your essay into sections and paragraphs. Some methods include the following: bullet points with connective arrows, bubble clusters, web, rough outline, columns, etc.
Projected organization (PO)	The main points that support the **thesis** and which detail, in order, the main points addressed in the paper's body **sections**. It should be included as part of the **thesis** sentence itself or as its own sentence immediately preceding or following the thesis.
Research paper	There are three types: the research report, position paper, and analytical research paper. Each is more challenging than the last.
Section	Each contains several paragraphs that support one part of the **projected organization**. Each section always begins with its own **topic sentence**.
Section paragraph	Using commentary, it develops at least one **detail** in support of the section's topic sentence.
Supporting detail	Also known as evidence, facts, quotations, paraphrases, examples, descriptions, illustrations, support. These must be cited properly.
Thesis	A single sentence containing the paper's topic and the opinion to be proven in the paper. This is typically preceded or followed by a **projected organization**.
Transition	Used between **sections** and paragraphs to show relationships among ideas. Examples include *furthermore, however, likewise, similarly, because, in other words, nevertheless, not only/but also, therefore, for instance, for example.*

Three Kinds of Research Papers

All research papers require in-text citations for support and a properly formatted list of works cited (NOT a bibliography) to document the in-text citations. There are three types:

- **Research Report**: Here, you search a wide variety of sources on a topic to gain a deeper understanding about that topic. Your goal is to explain and clarify the facts and opinions, *not* interpret them yourself. Sample topic: the process of human cloning. Sample thesis and projected organization: Cloning requires successful cell harvesting, DNA transfer, and implantation.

- **Position Paper**: In a position paper, you research a wide variety of facts and opinions pertaining to a controversial topic and develop your *own* opinion the about the topic (e.g., your stance on human cloning). Your goal is to convince your reader that your stance is valid or correct. Sample thesis and projected organization: Cloning should be banned because it is unethical, unnatural, and immoral.

- **Analytical Research Paper**: Unlike in a position paper, your thesis is NOT your opinion on a controversial issue. Rather, your thesis will resolve an unsolved problem or unanswered question pertaining to your topic (e.g., Will the widespread disapproval of human cloning ever change?). Your goal is to analyze the topic and answer the question by organizing and connecting your research, not by critiquing the sources directly yourself. Sample thesis and projected organization: Although most Americans currently oppose human cloning, popular support is likely to grow due to a recent increase in federal funding, a shift in attitude in the medical community, and a trend in mainstream acceptance of other previous controversial scientific discoveries.

Research Paper Grading Checklist #2 RESEARCH PROCESS

FOLLOWING DIRECTIONS:

_____ /10 *Did you include all of your work in a sealed, see-through **freezer bag**?* Y/N

_____ /10 *Is your **final draft stapled** and **placed on top**?* Y/ N

NOTE CARDS and SOURCE CARDS

_____ /10 *Are all note cards and source cards **labeled**?* Y/N

_____ /10 *Are all note cards and source cards **organized**?* Y/N

_____ /10 *Are all note cards and source cards **bound with a rubber band**?* Y/N

_____ /10 *Do you have a **sufficient number** of note-cards?* Y/N

OUTLINING and DRAFTING

_____ /10 *Did you include an effective **outline**?* Y/N

_____ /10 *Did you include **effective drafts**? (-5 if you do not have at least one rough draft in addition to your final).* Y/N

_____ /10 *Are **all** of your drafts, outlines, etc. **labeled and in reverse chronological order**?* Y/N

OTHER

_____ /10 *Do you have your copy of the hardcover **MLA handbook** that you were issued?* Y/N

PENALTIES

-100 If any plagiarism is evident.

***** TOTAL GRADE FOR RESEARCH PROCESS *****

/ 100 **Expert: 90-100, Competent: 80-89, Emerging Competence: 70-79, Novice: 60-69, Unsatisfactory: 0-59**

Research Paper Grading Checklist #1 MLA FORMATTING

OVERALL FORMATTING OF PAPER

__/3 Is the essay's **title** centered, NOT underlined, NOT in capitals?

__ /5 Is the **heading** correct? No nickname? Spacing and information? Correct course name? Correct spelling of teacher's name? Correct date in European form (date month year) with no commas?

__/4 Are all **page numbers** in the upper right corner, ½ inch from the top, at the right margin, and preceded by your last name?

__ /2 Are your thesis and projected organization **underlined**?

__ /2 Is the entire paper **double-spaced**? There isn't additional "padded" space between paragraphs or sections, is there?

__ /4 Does each page have an average of **at least 4 quality citations**?

SUBTOTAL (20)

FORMATTING OF IN-TEXT CITATIONS

__ /10 Are all **in-text citations** documented properly? Are the quotation marks and punctuation in the proper order? Author page? Are quotes of five or more lines indented one inch? No period? (-1 for EACH error's occurrence)

SUBTOTAL (10)

FORMATTING OF WORKS CITED

__ /10 First draft of Works Cited page (-1 for each type of error)

__ /60 Final draft of Works Cited page (-2 for each error—see Works Cited page for corrections)

SUBTOTAL (70)

PENALTIES

-10 ... If all authors' names in the **in-text citations** do not correspond to the authors' name in your Works Cited page.

-100 ... If ANY plagiarism is evident.

***** TOTAL GRADE FOR MLA FORMATTING *****

/ 100 **Expert: 90-100, Competent: 80-89, Emerging Competence: 70-79, Novice: 60-69, Unsatisfactory: 0-59**

"Whoso Neglects Learning in his Youth Loses the Past and is Dead for the Future."

EURIPIDES

(484 BC – 406 BC)

ACADEMIC INTEGRITY

Before your begin your research, please be aware that the learning community at East Greenwich High School is committed to maintaining a climate of personal and academic honesty to help its students become responsible citizens.

Students are expected do their own work and to have a personal sense of pride in their own accomplishments.

Cheating is defined as creating a dishonest advantage for oneself and has no place in a school community that values and expects personal and academic integrity of its students. Plagiarism and all other forms of cheating are serious violations of trust between students and teachers and are impediments to true learning.

If you are accused of cheating, being truthful to your teacher and to the Honor Board throughout the investigation process is extremely important. While cheating is certainly a most serious personal and academic offense, lying about it will do irreparable damage to your credibility and subject you to additional consequences.

[Click here to consult the school's policy on plagiarism for further information].

____ Did you eliminate ALL recurring grammatical and stylistic problems from your paper (contractions, first person, etc.)?

____ Is there a clear **conclusion** that is entirely in your own words (i.e., contains NO quotations)?

____ Are all the **titles** properly presented **in your essay's introduction, body,** and **conclusion**? Underline titles of plays, anthologies, books, and novels.

____ Are the **sources** in the list of works cited **alphabetized**?

____ Has all **underlining been removed** from each **URL** in the list of works cited?

____ Has all underlining been removed from below each end-mark (period, question mark) at the end of a sentence or source?

____ Is **each entry** in the list of works cited **followed by a period**? Are publication **dates** in **European format**?

____ Do you have all **note-cards** and **source cards labeled** and **bound** with a rubber band?

____ Are all of your **drafts, outlines**, etc. **labeled and in reverse chronological order**?

____ Is your **final draft** stapled and placed on top? You didn't use an annoying plastic cover did you?

____ Do you have your copy of a hardcover **MLA handbook**?

____ Did you include all work in a see-through **freezer bag**?

____ Then… **you are finished** and may submit your paper!

THE "YES TEST"

Your research paper must pass the following formative assessment before being accepted and graded for content.

___ Is the entire paper and list of works cited **double-spaced**? There isn't "padded" space between paragraphs, is there?

___ Are your thesis and projected organization **underlined**?

___ Does your final draft contain an average of **at least four quality citations per page**?

___ Is the **heading** correct? Spacing and information? Correct English course? Correct spelling of teacher's name? Your full name (no nickname)? Correct due date in European form (date month year) with NO commas?

___ Are all **page numbers** in the upper right corner, ½ inch from the top, at the right margin, and preceded by your last name?

___ Is the essay's **title** centered, NOT underlined, NOT italicized, and NOT in all capitals? Are all works appearing in the essay's title underlined or in quotation marks?

___ Is the **introduction** entirely in your own words (i.e., contains NO supporting quotations or citations)?

___ Did you double-check to make sure all of your **in-text citations** are documented properly? Are the quotation marks and punctuation in the proper order? Author page?

___ Does each **in-text citation** author's name match the author's name in your page of works cited for each source?

Does each paragraph have a clear **topic sentence** written in your own words with NO quotations or paraphrasing?

Plagiarism is an extremely serious form of cheating. Writers' original ideas are intellectual property; writers' phrases and clauses are artistic property. Academic tradition allows for borrowing writers' ideas and words as long as you credit the source. To omit the citation is to plagiarize. There are three forms of plagiarism: fabrication; copying; patchwork plagiarism; and paraphrase plagiarism. They include the following:

- **Citing a source not appearing on your list of works cited.**
- **Paraphrasing** a writer or artist's ideas, photographs, exhibits, images, graphs, charts, or music **without citing the source.**
- **Fabricating a source or a quotation.**
- **Using the exact words** of a phrase, clause, sentence, paragraph, etc. **without including them in quotation marks and citing the original writer** (e.g., copying and pasting from a website).
- **Claiming another's work as your own.** This might include a paper, project, photograph, exhibit, image, graph, chart, or musical composition created-- in whole or in part-- by a parent, tutor, sibling, friend, professional writer, etc.
- **Submitting the same work for a different class.** Unless your teacher specifies otherwise, an assignment for one class may NOT be submitted to another for credit. For example, if assigned a research paper in American Literature and another in American History, you may not submit an identical or similar paper or a paper on a similar topic.

Graded Assignments

A research paper requires careful planning. To help you remain focused on the research and writing process, your teacher will set deadlines for each step along the way. These graded check-in points will typically occur once per week to allow you to conduct research during the previous week or during the weekend (or both), whichever best suits your schedule and needs.

Quick Start:

What you'll need to begin your research…

- A binder or folder devoted solely to your research.
- Time set aside to visit a local college or city library.
- 10-20 3x5 note-cards to document your sources.
- 30-60 4x6 note-cards for quotes, summaries, & paraphrases.
- Highlighters of varying colors.
- Well-developed time-management skills.
- A copy of the latest edition of *MLA Handbook for Writers of Research Papers* or this packet.

Always bring your research materials and note-cards to class each day.

6. **TS:** A topic sentence is usually the first sentence of each section because it states its main idea for the reader. It should never contain quotations or paraphrases— save those for the supporting paragraphs. Identify each topic sentence. Do they match with the projected organization? Y / N. If not, provide some suggestions for the writer.

7. **TS:** Each section's topic sentence should contain a transition word. Identify the best transitions in the essay, and provide suggestions for any deficient areas.

8. **Q:** Check the integrated quotations and paraphrases. Do they support the topic sentences? Identify any that are unclear or difficult to follow.

9. **FCC:** Does the conclusion loop the reader back to the situation addressed in the hook or introductory paragraph? Y / N Suggestions?

10. **CL:** Does the writer close with a final, thought-provoking "clincher?" How effective is it, in your opinion? Suggestions?

11. If you have time, use the "Yes Test" on the next pages to provide additional feedback.

Peer Response Prompts for Revision

DIRECTIONS: Be honest when providing feedback to the writer. Before answering the question below READ THE ENTIRE PAPER paying close attention to how the writer organized each section. Whenever possible, use complete sentences when answering (for the sake of clarity). Write your notes to the writer in the margins of his or her paper.

1. **TT:** What does the writer do in the title to make it "ring" in the reader's ear? How effective is the title? Suggestions?

2. **HK:** What does the writer use in the hook to make the reader want to read on? How effective is the hook? Suggestions?

3. **TH:** Underline and label what you believe to be the thesis. Comment on its clarity or lack thereof.

4. **PO:** Number each part of the projected organization. Comment the PO's clarity and effectiveness.

5. **ORG:** Looking back at the first part of the projected organization, does the writer's first section in the body indeed address what is promised in the PO? Y / N
   The second? Y / N
   The third? Y / N.

"Time is Nature's Way of Keeping Everything from Happening all at Once."

(Anonymous)

TIMELINE

Over six weeks, you will undergo the following **ten steps**, taking and saving notes on note-cards along the way:

1. Read and **understand all of the expectations** and requirements of the research assignment.

2. **Scout** for and select (or create) a topic that interests you. As you scout, **conduct preliminary research** using note-cards.

3. **Narrow your topic** in a way that plays to your strengths and interests and **determine your approach** to the topic.

4. **Develop a thesis** and **projected organization** based on your research.

5. Research using note-cards, organize, and **outline** your topic. Revise thesis & projected org. if needed.

6. **Research** additional evidence using note-cards.

7. **Write** a first draft.

8. **Revise** your draft and rewrite as needed.

9. **Proofread and edit** a draft several times for stylistic and grammatical errors.

10. **"Yes-test"** and **submit** your final package on time.

ORGANIZATION / STRUCTURE: Your…

con ?	**Conclusion** and final **"clincher"** must be made cleverer and/or thought provoking causing your reader think about "the bigger picture."
co ?	Sentences must follow one another smoothly and logically, otherwise the paragraph's **coherence** is lost and so is your point.
d s	**Double space** here as specified by M.L.A. form.
f c c ?	**Conclusion** must come **full-circle** by resolving the question posed in the introduction or recreating the scenario described in the introduction.
foc ?	**Focus** of thesis, paragraph, or section is unclear. Ensure each paragraph has unity (i.e., one central supporting idea only).
h k ?	**Hook** must be clever, engaging, AND relevant. Perhaps begin the essay with a question, an anecdote, a scenario, a witty saying, etc.
intro ?	**Introduction** must be creative, clear, AND relevant. It must also "funnel" (see **p p** below) from a broad hook to a specific thesis.
m l a	Use standard **MLA** formatting here. Double space name; course name; and number; teacher; and date (use European notation for the date (day month year).
org ?	**Paragraphs** must flow logically and not needlessly repeat ideas AND **sections** must follow the order specified in the projected organization.
p o ?	**Projected organization** or **"proofs"** must be stated at thesis. Use each to help you craft separate topic sentences for the body.
p p ?	**Pivot-point sentence** is missing. It belongs in the middle of your intro and should both echo backward AND refer forward to the thesis.
p s	The projected organization and/or string of clauses must be recast using **parallel structure.** Example: To emerge, to flourish, and death becomes To emerge, to flourish, and to die. Note the consistent string of infinitives in the second example.
t m i	Paragraph contains **too much information**. Either eliminate what does not support the topic sentence or break the paragraph into two or more.
t s ?	**Topic sentence** explaining the main idea must be added as the first sentence of the paragraph or section.
tt ?	**Title** must be snappy or clever AND include the topic, author, and work addressed. Hint: Apply a literary term to add "snappiness."

ELABORATION and SUPPORT

?	**What?** Rewrite this confusing sentence more clearly. Hint: First read the sentence out loud to a friend or to yourself.
& ?	**And?** Clarify this point's relevance to your thesis or topic sentence.
b q	**Break up** this long **quotation** by eliminating the part(s) not pertaining to your topic sentence and elaborating on the more relevant part(s).
BMS	**Be more specific** for proof and clarity.
cx?	**Context** of quotation is missing. Provide a very brief summary of the relevant details and/or background for your reader.
doc	**Quotations'** page numbers and punctuation must be documented properly. Example: *The character "drags his feet slowly" (Author 33).* In subsequent *consecutive* references to the author, include only the page number. NEVER include the author's first name.
el	**Elaborate** here by using one or more elaborative strategies such as an analogy, allusion, example, quotation, reason, etc.
ex?	Very specific supporting **examples** are needed here. Hint: Revisit the text and refer to specific statistics, incidents, behaviors, etc.
l q	**Long quotations** consisting of five or more lines must be indented one inch and NOT be contained in quotation marks.
log ?	Your point must be made more **logically**. Ideas must follow one another in sequence while avoiding logical fallacies.
NO!	You made a **factual error**. Check the text and use the correct details.
q ?	Sufficient supporting **quotations** must be included here for proof and clarity. Remember to weave in the quotation properly (see *P* above)
src ?	Correctly identify the **source** of your information here. Ensure you use proper MLA form when doing so (see **doc** above).

CALENDAR OF DUE DATES

While the school library has many helpful resources, you might find your topic requires you to make several full-day trips to a large library (city or college). Although this time should provide you with all the sources on which you will need to take notes, you might want to bring some money for the photocopy machine in case you are unable to gather all of the notes you need. Keep track of your paper's due dates below:

WEEK	M	T	W	Th	F
I. REVIEW ASSIGNMENT / SCOUT TOPICS **(Steps 1 and 2)**	_	_	_	_	_
II. SCOUT TOPICS / RESEARCH **(Steps 2 and 3)**	_	_	_	_	_
III. RESEARCH / DEVELOP THESIS / ORGANIZE **(Steps 3, 4, and 5)**	_	_	_	_	_
IV. ORGANIZE / RE-RESEARCH / DRAFT **(Steps 5, 6, and 7)**	_	_	_	_	_
V. DRAFT / REVISE **(Steps 7 and 8)**	_	_	_	_	_
VI. REVISE / EDIT **(Steps 9 and 10)**	_	_	_	_	_

FIRST STEPS

Reviewing the assignment: Spend the first week reading this handbook in its entirety as well as your teacher's assignment description. *Be sure to ask your teacher to explain anything you do not understand.*

Scouting the topic: When deciding on a topic, be sure to pick something that plays to your strengths and interests.

Once you have decided upon a topic, you must conduct preliminary research to investigate the following questions about your topic:

? Does enough scholarly material exist to support research on the topic?

? If not, how will you change your approach (see above) to open up more options and sources?

READING TIP: Skim-read as much as you can to help yourself answer the questions.

r o	**Run-on** sentences must broken up or reworded. Hint: Identify the independent clauses and insert a period or a semi-colon.
s i	**Split infinitives** should be avoided or used sparingly (e.g., *To boldly go* vs. *To go boldly).*
sp	**Spelling** of words must be correct. Use a spelling-checker, but do not rely on it exclusively. PROOFREAD your final draft thoroughly.
st	**Style** should be interesting. Vary your word choice, register, sentence lengths, and/or sentence structure.
s s	This **stringy sentence** contains too many phrases and/or clauses. Break it up into one or more separate sentences.
t	**Tense** must be used consistently (e.g., *saw* becomes *sees ; grew up* becomes *grows up,* etc.).
tr	**Transition** word is needed to connect new ideas to previous ideas (i.e., *not only, however, next, in addition to, furthermore,* etc.).
u q	**Underline** novel, epic, CD, play, and film titles; use **quotation marks** around short story, poem, song, article, and chapter titles.
v	**Vague** wording must be clarified.
v p	**Vague pronoun** (e.g., *this, which, it, they, he, she,* etc.) must be replaced or clarified. Ask yourself, *This what?* Next, insert the answer immediately following the word *this (e.g., this image, this term, this feeling, this idea, etc.).*
vox ?	**Voice** or "sound" of essay must be unique and appropriate to purpose and audience. Vary your diction or recast the sentence. Research papers are typically the most formal of essays, but be sure not to sound stuffy or pretentious.
w	**Wordy!** Use fewer words to express the same idea or phrase. Perform "literary liposuction" with *in my opinion, due to the fact that,* etc.
who ?	**Second person** must be used appropriately (i.e., Never use "you" in the essay's body).
WP	**Well put.** Your wording is particularly apt.
WW	**Wrong word.** Look it up in a dictionary.

Common Revision & Editing Errors

GRAMMAR and STYLE	
agr	**Pronouns** (*each, every, they, everyone, etc.*) must **agree** in number with their antecedents. Example: *Everyone* has *his* own opinion. *Everyone* is singular.
awk	**Awkward** phrasing must be reworded for clarity. Try breaking up the sentence or changing or eliminating words.
c s	**Comma spliced** sentences must be broken up or reworded. Hint: Replace comma with a period or semicolon. See **cc** below.
cl	A **cliché** is a trite, worn-out, "ho-hum" phrase and a substitute for good writing-- rephrase the idea in an original way.
col	**Colloquialisms** are informal phrases which must be reworded formally (e.g., *put up with* becomes *endure; a lot* becomes *often, much,* or *frequently, comes over* becomes *visits; goes through* becomes *endures; won't* becomes *will not, etc.).*
ct	**Contractions** must be avoided (e.g., *Won't* becomes *will not. Can't* becomes *cannot*, etc.). Contractions are a form of colloquialism.
dic	**Diction** must be effective (i.e., use a clearer, more accurate or more effective word). Refer to a thesaurus or dictionary if need be.
n q	**Never** include supporting **quotations** in an introduction or conclusion. Instead, integrate them into the body to support your thesis.
p	**Plopped quotations** are unacceptable. Quotes must be integrated into your sentences by leading into or out of the quote; or by using a "quote sandwich" grammatically correctly.
prep	Avoid ending sentences with **prepositions** (e.g., *to, in, from, with, on, over*, etc.). Reword your sentence accordingly.
p v	**Passive voice** must be rewritten into the active voice ☺ (i.e., change *Object-Verb-Subject* sentence construction to *S-V-O* instead).
r	**Redundant** words or ideas should be eliminated or reworked. (You said this already.)
rh	**Rhetoric** (i.e., superficial, overly-generalized, or misleading writing) must be eliminated and made more accurate or specific.

The Approach

As you begin investigating your topic, you should be looking for a new angle to narrow the topic. To do so, consider investigating different **approaches** to your topic. Chances are, you will find something that truly interests you if you spend enough time looking.

Several approaches to a single topic are possible. Depending on your teacher's assignment, your approach may be one, or a combination of more than one, of the following:

- **Biographical**
- **Historical**
- **Textual**
- **Stylistic**
- **Thematic**
- **Comparative**

Collecting Your Research

Note cards: Using note cards to gather information on your topic is the most important step in the research process. Because you are required to organize your sources' ideas and cite all works to which you refer in your paper, **proper formatting and accurate documentation are a must.** Per the *MLA Handbook*, 6th Ed., you will use four kinds of note cards to help you do so: source, summary, paraphrase, and quotation.

Card Type	Purpose	What to do
Source Card	> To ensure you have all the information you will need for your list of works cited. Note: Use only one card per source.	> Write, in proper MLA form, all the relevant source information just as you would in a works-cited entry.
Summary Card	> To condense and simplify all the main ideas in a source for easy reference and organization later.	> Restate the main ideas contained in the chapter, article, book, speech, etc. Include ONE main idea per card only. >Do NOT include your opinions.
Paraphrase Card	> To clarify or simplify a fact or an opinion. > To lend authority to your point.	> Note: Do not use whole phrases from the original source. > Again, include only ONE idea per card.
Quotation Card	> To capture especially effective phrasing. > To lend authority to your point.	> Copy the writer's EXACT words regarding a fact or opinion.

Appendices

"Everything Takes Longer Than You Think."

(A Murphy's Law)

ACKNOWLEDGEMENTS

Contributions to this handbook by

Mr. Gregory DeCubellis, English Department Head
Mr. Timothy Kenney, English Teacher
Mr. Ryan Lynch, English Teacher
Mrs. Marie Witham, English Teacher (retired)

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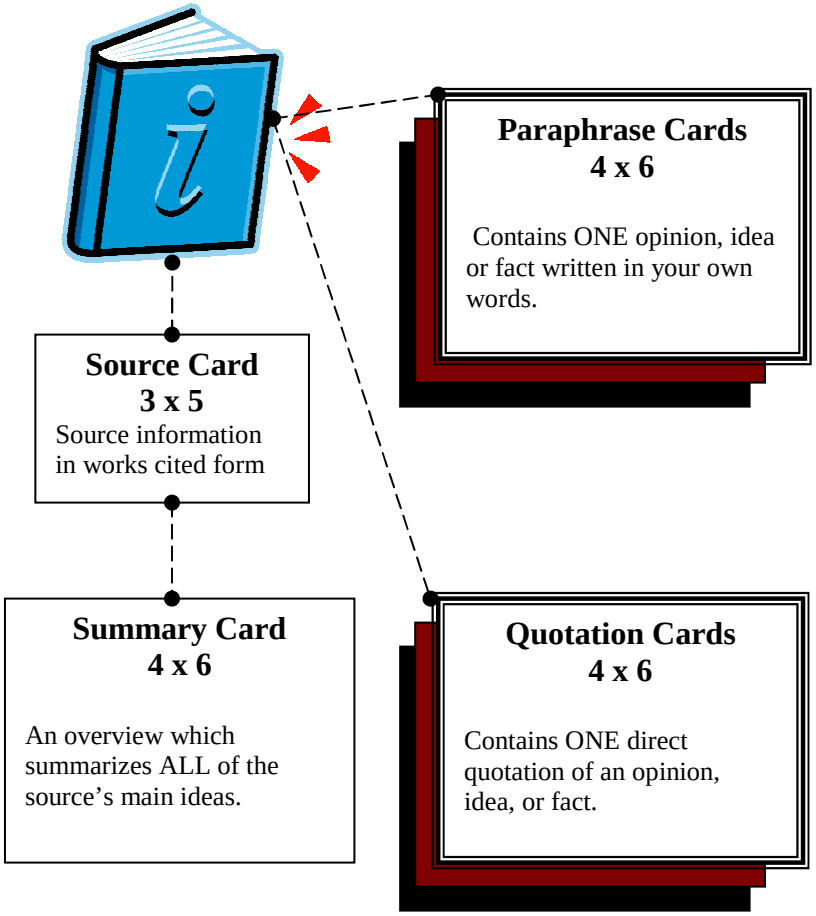
All other artwork used in this handbook is contained in Microsoft Office Online's public-access clipart gallery.

Works Cited

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: MLA, 2009. Print.



ORGANIZATION TIP: Keep paraphrase and quotation cards together in piles by sub-topic to help you organize your ideas when writing your outline.

A Note-Card Note: When drafting your paper, you may discover that you need to research additional information. In this case, use the source location on your note-card to relocate sources. Continue to create additional note-cards using the proper format.

- For source cards only, write the **source location** and **card catalog number** on the last line in the lower left corner. This will help you relocate the source if need be. Internet sources will not have a source location.
- Identify the **card type** by writing it in **left-hand corner** on the first line.
- Write the **source number** in the **upper right-hand corner** and *circle* it. The source number will allow you to match the card to the correct source instead of having to rewrite the source itself on each corresponding paraphrase and quotation card.
- For paraphrase and quotation cards, write the **sub-topic code** on the first line in the **center**. This code should relate to the type of information included on the card and your paper's thesis. **Keep paraphrase and quotation cards together in piles by sub-topic to help you organize your ideas when writing your outline.**

Aragorn and Christ is an important factor for J.R.R. Tolkien in The Lord of the Rings.

Other than Aragorn and Christ, another character who resembles Christ in The Lord of the Rings is Gandalf. Gandalf presents more opportunities to draw comparisons with Christ, as he most notably is resurrected in the book, for "when [Gandalf] is resurrected his name is changed to Gandalf the White, and along with his name comes greater powers ("Finding"). Just like Jesus, Gandalf is resurrected and returns to the earth to ensure that his duties are fulfilled. Additionally, similarly to Jesus, "[Gandalf] lays down his life for his friends and his mysterious 'resurrection' results in his transfiguration" ("Finding "). While Jesus is not transfigured as visibly as Gandalf, both are resurrected.

TOPIC SENTENCE (always ties back to P.O.)

For clarity, it is acceptable to replace words in a direct quotation so long as they do not change its meaning. Use **brackets** if you do.

Gandalf is also alike to Christ in that both die a sacrificial death. Gandalf literally lays down his life for his friends in the Mines of Moria while his fellowship escapes. Although not specifically stated within the books, J.R.R. Tolkien hints that Gandalf dies for his fellowship and is sent back a stronger and better version of his previous self (Carter 60). Just like Christ, "Gandalf has the love that will lay down his life for his friends" (Smith 48). Just as Gandalf dies fighting the fiery Balrog, so too does Jesus die on the cross fighting the devil, who was tempting him all the while to save himself. As evidenced by the many parallels between Gandalf and Jesus, Gandalf is indeed a valid Christ-figure in The Lord of the Rings.

Christian or not, all authors are inspired either consciously or unconsciously by their beliefs. J.R.R. Tolkien's sometimes violent The Lord of the Rings is a testament to this idea, as it mirrors his eminently Christian world view through its characters. Undoubtedly, Tolkien's deep Christian beliefs shaped his imagination, and ultimately, The Lord of Rings.

A good **CONCLUSION** synthesizes the topic clearly by developing an appropriate connection to the broader world of ideas. It also comes full-circle. (Reread the introduction to see how.)

their burdens. Frodo "makes a great sacrifice and offering of his life" willingly, as he volunteers during the council held at Rivendell to carry the ring to Mount Doom to destroy it (Palman). When Frodo accepts the burden of the ring at the council of Elrond, he pays for his choice with pain (Palman). In the same way, Christ willingly takes up the cross for the sins of the entire world, and accepts the immense amount of suffering that came along with his decisions.

Another way that Frodo's journey to Mount Doom is similar to Christ's carrying of the cross is their final achievement of their goals. Although Frodo fails to destroy the ring himself, he fights with the creature Gollum, who succeeds in grabbing the ring from Frodo but immediately thereafter "the task is impossibly accomplished" when Gollum falls backs into the lava with the ring (Smith 124). Because of this act, the quest ultimately succeeds, and the ring is destroyed because Frodo had been merciful to Gollum (Caldecott 36). In this way, both Frodo and Jesus achieve their goals for the salvation of mankind.

Note how the writer correctly avoids beginning or ending a body paragraph with a quotation or citation.

An additional similarity between The Lord of the Rings and Christianity is the connection of Aragorn to Christ. While Aragorn and Christ are not physically similar, many parallels exist in their actions. Palman sees one of these connections as the relationship between Aragorn's sword, named Anduril, and the reforging of mankind's path to heaven through Christ's crucifixion. Narsil, the sword of Isildur, a noble warrior, breaks in Isildur's fight with Sauron; although the sword's power is destroyed, the shards are kept safe for future kings. Narsil's sundering symbolizes the breaking of trust with mankind when Adam sinned in the story of The Garden of Eden and directly disobey God. Although mankind had squandered its relationship with God, that relationship, or the sword, is reforged "on December the 25th" and God gives mankind another chance (Palman). This indicates that when Jesus was born on Christmas the reforging of mankind's relationship with God takes place, effectively restoring mankind's path to heaven. Palman also notes that just as Aragorn is portrayed early in the story as merely a skilled guide who is revealed later a king, his sword is transformed from shattered metal to a weapon worthy of a noble warrior. In the same way, Jesus, son of a humble carpenter, reveals himself to his disciples in the fullness of his divinity during the transfiguration. As demonstrated in the similarity of Anduril to the"reforging"of Christendom, the relationship of

TOPIC SENTENCE (always ties back to P.O.)

Note: You should avoid presenting your research in "stacks," that is, citing the same source more than twice consecutively.

- Write the **note** itself, a quotation or paraphrase* relevant to the paper's thesis, on the third line of the note card. Include ONE idea, fact, or opinion only. Hint: On the back of each card, jot down notes to yourself as to why you thought the information is important. When you write your draft, you will find that you have much of the paper written already.

- So you don't forget to do so in your paper, write the **author** and **page** in proper MLA form (quotation and paraphrase cards only). See page 42 of this handbook on how to do so properly.

* Whether paraphrasing or summarizing, ensure that when you put the material into your own words you do not change its meaning.

DRAFTING TIP: On the back of each card, include notes to yourself as to why you think the information is important. When you write your draft, you will find that you have much of the paper written already.

Source Card Sample

3 x 5

Card Type Source Number

SRC. 4

Feldman, Lumpy C. "The Order of Chaos in Lord of the Files."

Archetype Review Apr. 1983. 282-91. Rpt. in

Contemporary Literary Criticism. Ed. Julie Lamb.

Vol. 186. Detroit: Gale, 2005. 127-33. Print.

E.G. Public Library FE54333.345

Source Location Card Catalog Number

Summary Card Sample

4 x 6

SUM. 4

In this article, Feldman believes that William Golding, the author of Lord of the Flies, uses the conch as a symbol in the novel to show that within every orderly system lies the seed of its own destruction. Feldman begins by stating that nearly every character loses touch with the civilized teachings of home. Without the order imposed by civilization, the boys' desires and impulses go unchecked on the island. He focuses mainly on Jack, Maurice, and Ralph but later discusses the death of Piggy and Simon to show that the characters who try to hold true to the order they have been taught eventually are destroyed by the growing chaos within the group of boys. The conch, with its external beauty, is really a spiral (the symbol for chaos) in cross-section.. Similarly, lurking just beneath the surface of civilized mankind, is his animal nature with its potential for savagery.

perfect Christ-figure, many similarities still exist between the two. Jesus and Frodo will their bodies onward until they both feel that they might die. Although Frodo individually fails in his task of destroying the ring, "Frodo's failure at the end was not a [spiritual] failure, but rather a physical one" (Palman). Even so, ultimately the quest is saved because of Frodo's sacrifice of love in sparing Gollum earlier in the book (Palman). Frodo's mercy reaps its benefits later when Gollum falls into the lava with the ring thereby completing Frodo's mission. Although Jesus succeeds in his quest without any help at all, both Jesus and Frodo have the willpower to force themselves to keep moving. Despite these minor discrepancies, Frodo is a valid Christ-figure in The Lord of the Rings.

A good **CLINCHER** follows each paragraph and recaps how the paragraph indeed proves the thesis.

Frodo and Christ's burdens are also alike in other ways, such as in how Frodo's bearing of the ring stands as a metaphor for Christ's carrying of the cross. For instance, the ring and the cross each are an ever-increasing physical burden to both Frodo and Christ. Frodo is "suffering from the crushing burden of the ring" on his trudge up the face of Mount Doom (Carter 62). He carries a huge burden to Mount Doom in the same way that Jesus Christ carries the cross; the weight becomes heavier for both of them the closer they get to achieving their goals (Wood). Clearly, through their physical weight, a strong resemblance exists between the cross and the ring in The Lord of the Rings.

In-text **CITATIONS** include the author's name and page in parentheses.

NOTE: *Do not* include a comma between them. Also, note where the period belongs.

Besides the physical connection between the cross and the ring, a spiritual similarity is present as well. Frodo "bears a burden of terrible evil on behalf of the whole world, like Christ carrying his cross" (Greydanus). The ring, which stands for evil, just as the cross represents the sins of mankind, is carried by Frodo to Mount Doom in order to destroy it and thus free Middle Earth from the evil Lord Sauron's tyranny. In this way, the ring symbolizes the cross that Christ carried (Pearce "Why"). Both Christ and Frodo accept the task of taking this formidable spiritual burden, almost beyond endurance, to destroy evil forever.

Notice how the writer smoothly integrates his quotation using the "lead in" method.

Frodo and Christ also confront their burdens similarly. Tolkien makes a connection between The Lord of the Rings and Christianity through the story's plot, specifically between Frodo's journey to Mt. Doom and Christ's way of the cross. Just as Christ carries the cross up Calvary, Frodo figuratively carries a cross in the form of the ring. One of the similarities between Frodo's journey and Christ's is their acceptance of

Note: When citing **two or more works by the same author,** include the first unique word from the title for clarity.

Sample Research Paper

Note: To save space in this handbook, the essay has been reformatted in 10-point font and is single-spaced. Always double-space your own essay.

Joseph Bagadonuts

Mrs. Shabadoo

Origins of Fantasy

29 May 2021

The **HEADING BLOCK** is double-spaced and includes the student's formal name, the teacher's name, the course, and the date (in European format).

A good **TITLE** includes all relevant information and is double - spaced.

Epic Encounters and Fearless Fighting: Crusaders of

Christianity in J.R.R. Tolkien's The Lord of the Rings

HOOK

Swords clash together while thousands of orcs and men combat to the death in the midst of a huge battle. The Lord of the Rings, J.R.R. Tolkien's world famous novel, is the source of many such events. However, beneath the surface of this violence lies a more spiritual meaning. Works of many authors, such as J.R.R. Tolkien, subtly reflect either directly or indirectly their experiences and beliefs. Specifically, J.R.R. Tolkien's fictional land of Middle-Earth in The Lord of the Rings reflects his Christian world views, evidenced by the similarity of Frodo, Aragorn, and Gandalf to Christ.

PIVOT POINT

Defensible **THESIS (underlined)**

PROJECTED ORGANIZATION (P.O.) in parallel form (in red).

One of the many important links from The Lord of the Rings to Christianity exists within the similarities of characters to Christ. Frodo Baggins is one of these Christ-figures. Firstly, a physical resemblance exists between Frodo and Jesus. Just as Jesus is tortured on his forced march up Calvary, Frodo is "bruised and stricken" as he stumbles up the slopes of Mount Doom (Palman). Jesus also falls three times while carrying the cross. In the same way, as the hobbits near Mount Doom, Frodo becomes so exhausted that he falls to the ground and begins to crawl (Smith 123). Both Jesus and Frodo are similar in that they become extremely fatigued from their burdens.

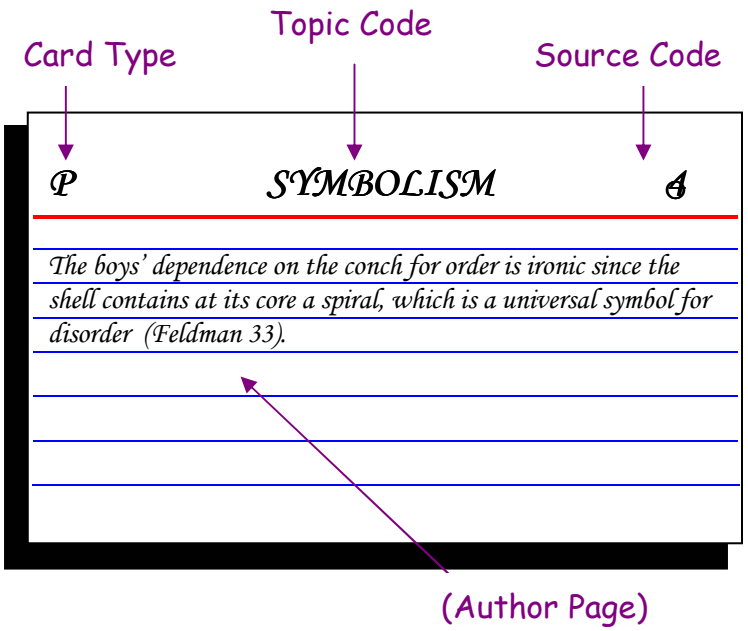
TOPIC SENTENCE (always ties back to P.O.)

Besides the physical similarities between Jesus and Frodo, spiritual ones also are present. While Frodo may not be the

A good **TRANSITION** echoes backward and points forward.

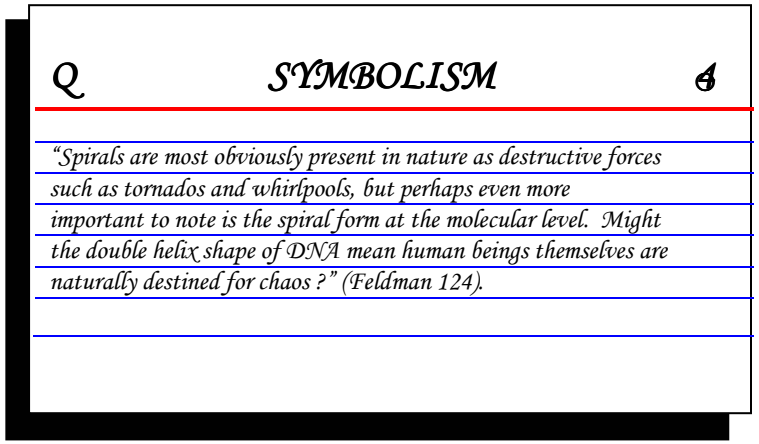
Paraphrase Card Sample

4 x 6



Quotation Card Sample

4 x 6



Developing your Thesis & Projected Organization (PO)

Thesis: Your thesis is the paper's main idea. It is the most important sentence and should be underlined in your final draft. *Everything* you include in the body of your paper must support this main idea in some way. The depth of your thesis will depend on the type of research paper you are writing.

Ineffective Theses: A weak thesis statement is ambiguous, obviously broad, or not defensible. Examples of weak thesis statements include the following:

- ✘ Oil spills are sometimes good and sometimes bad.

  Problem? This is **ambiguous** because it does not pick a side to argue.

- ✘ Natural Selection is a theory of evolution.

  Problem? This is too **broad**. It would take an entire book to address this topic.

- ✘ Nuclear waste is one product of nuclear energy.

  - Problem? This is a fact. There is **nothing to prove** or defend here.

TIP: Read widely on your topic before committing to a thesis statement.

Scholarly database

Richardson, Lynda. "Minority Students Languish in Special Education System." New York Times 6 Apr. 1994, late ed.: A1+. Pt. 1 of a series, A Class Apart: Special Education in New York City. LexisNexis. Web. 15 Aug. 2007.

Chan, Evans. "Postmodernism and Hong Kong Cinema." *Postmodern Culture* 10.3 (2000): n. pag. Project Muse. Web. 5 June 2008.

Note: ***n. pag.*** does NOT indicate *no page*, but rather that the journal is not paginated.

The preceding listings were adapted from

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: MLA, 2009. Print.

Online document

Author's name (last name first). Document title. Publisher, Date of Internet publication. Web. Date of access.

Personal site

Liu, Alan, ed. Home page. *Voice of the Shuttle*. Dept. of English, U of California, Santa Barbara, n.d. Web. 15 May 2008.

Review

Michael Parfit, review of *The Climb: Tragic Ambitions on Everest*, by Anatoli Boukreev and G. Weston DeWalt, *New York Times on the Web*, 7 Dec. 1997. Web. 4 Oct. 1999.

Scholarly journal

Ouellette, Marc. "Theories, Memories, Bodies, and Artists." Editorial. *Reconstruction* 7.4 (2007): n. pag. Web. 5 June 2008.

Nater, Miguel. "El beso de la Esfinge: La poética de lo sublime en La amada inmóvil de Amado Nervo y en los Nocturnos de José Asunción Silva." *Romanitas* 1.1 (2006): n. pag. Web. 5 June 2008.

Note: ***n. pag.*** does NOT indicate *no page*, but rather that the journal is not paginated.

Projected organization: Your projected organization (PO) is the "blueprint" or "road map" for your essay. It lists-- in the exact order they occur in your paper-- the supporting points or "proofs" the essay's body will develop. Each supporting point will correspond to a topic sentence in each section of the essay's body. In this way, the PO helps your reader know what to expect when reading your essay.

Note: For the sake of clarity, your PO should be written in grammatically **parallel form**. In other words, each supporting point should be phrased as the same part of speech, phrase, or clause. See below.

Poorly phrased PO	BETTER (grammatically parallel)
Example 1: **Hamlet's indecision has three causes: his apparently contradictory thoughts, he feels insane, and erratic behaviors are prevalent.**	**Example 1:** **Hamlet's indecision causes his apparently contradictory thoughts, emotions, and actions.** Note: This PO, a series of nouns, is clearer.
Example 2: **Cloning should be banned because it is unethical, crimes against nature are committed, and people might do the wrong thing.**	**Example 2:** **Cloning should be banned because it is unethical, unnatural, and immoral.** Note: This PO, a series of predicate adjectives, is clearer.

Fourteen Rockin' Thesis Statements

Are you trying to compare? Analyze? Solve a problem? Then your thesis should reflect the purpose of your paper, shouldn't it? Note below the different variations in thesis and projected organization on the same topic: guitars. Chances are, your own thesis will fall into one of these fourteen categories. Use the examples as models for formulating your own purpose-driven thesis statements.

Chronology	The Stratocaster is an electric guitar whose evolution can be traced through three distinct periods of American music: R&B, Rock 'n' Roll, and Pop.
Procedure	Making a Stratocaster replica is not as difficult as it seems if one pays close attention to the following five basic steps.
Cause/Effect	Mass production has led to changes in the Stratocaster's tone, playability, and public perception.
Problem	Crafty marketing ploys and conflicting factual information make choosing the right guitar difficult.
Solution	Finding the right electric guitar to express oneself can be difficult, but not impossible, if one ignores guitar companies' marketing ploys and instead focuses on tone and "feel."
Comparison	Earlier Stratocasters are better than later models because they are more versatile, reliable, and sonorous.

Dictionary of Literary Biography

Howard, Lillie P. "Zora Neale Hurston." *Online: Dictionary of Literary Biography, Volume 51: Afro-American Writers from the Harlem Renaissance to 1940*, A Bruccoli Clark Layman Book, ed. by Trudier Harris. The Gale Group. 20 June 2000. Web. Mar. 2007.

Editorial

"The Scientists Speak." Editorial. *New York Times*. New York Times, 20 Nov. 2007. Web. 15 May 2008.

Email message

Kleppinger, Eugene. "How to Cite Information from the Web." E-mail to Andrew Harnack. 10 Jan. 1999. Web.

Government publication

United States. Senate Committee on the Judiciary. *Children, Violence, and the Media: A Report for Parents and Policy Makers.* By Orrin G. Hatch. 14 Sept. 1999. Web. 18 Feb. 2003.

Newspaper article

"The Scientists Speak." *New York Times*. New York Times, 20 Nov. 2007. Web. 15 May 2008.

Book originally in print

Cascardi, Anthony J. Ideologies of History in the Spanish Golden Age. University Park: Pennsylvania State UP, 1997. Penn State Romance Studies. Web. 12 Mar. 2007.

Whittier, John G. “A Prayer.” *The Freedmen’s Book*. Ed. L. Maria Child. Boston, 1866. 178. Google Book Search. Web. 15 May 2008.

Chart, Graphic, Audio Clip, Map, Painting, etc.

Note: Include a word or phrase that describes the source (e.g. map, etc.).

“Verb Tenses.” Chart. *The OWL at Purdue*. Purdue U Online Writing Lab, 2001. Web. 15 May 2008.

“Maplewood, New Jersey.” Map. *Google Maps*. Google, 15 May 2008. Web. 15 May 2008.

Contemporary Literary Criticism (CLC) online

Grant, William E. "Nathaniel Hawthorne." *Online: Contemporary Literary Criticism Select*. The Gale Group. 25 June 2000. Web. 12 Mar. 2007.

Contemporary Literary Criticism Select

Author Name. "Essay Title." *Online: Contemporary Literary Criticism Select*. The Gale Group. n.d. Web. 12 Mar. 2007.

Similarity	Although they have always been used for vastly different styles of music, the early Stratocasters and Les Pauls are more similar than they are different in the following ways:
Difference	Stratocasters and Les Pauls, the industry standards for electric guitarists, differ drastically in tone, playability, and overall quality.
Relationship	Although their look has changed little over the years, the quality of Stratocaster electric guitars altered radically when Fender first sold the company to CBS and when William Schultz later bought the company from CBS.
Analysis	An acoustic guitar’s unique tone is determined primarily by the type of wood, strings, and finish used.
Theme	Despite changes in models over the years, the Stratocaster brand guitar always maintained several distinct qualities which make in uniquely a “Strat.”
Pro	Although many guitarists believe the CBS-made Stratocasters to be less desirable than other models, this opinion is inaccurate for several reasons.
Con	The CBS-made Stratocasters are less desirable than other models for several reasons.
Category	While the Les Paul’s quality has remained the same, several models within the brand have been introduced to account for changes in consumer values over the past sixty years.

Sample Theses & Projected Organizations

English:

In *Moby Dick,* Melville imparts three distinct but complementary roles to Ishmael, his narrator: sailor, philosopher, and poet.

Social Studies:

Several social factors contributed to Adolph Hitler's rise to power: high unemployment, lack of confidence in the government, and lingering humiliation following Germany's defeat in World War I.

Science:

Ozone depletion is a serious environmental problem because it can lead to increased levels of smog, decreased levels of photosynthesis, and undesirable mutation.

Mathematics:

While radically different in their implications for describing the universe, all non-Euclidean geometries share three common Euclidean principles: a line is determined by two points; a straight line's distance can be limitless; and, given any two points, a circle can be drawn with one point as its center and the other as its radius.

Works Cited Formats for Online Sources

Note well:

- Work Cited Pages are entirely double spaced.
- Use n.d. if no date of publication is available.
- Use N.p if no publisher is listed.

Article in an electronic journal (ejournal)

Joyce, Michael. "On the Birthday of the Stranger (in Memory of John Hawkes)." *Evergreen Review*. Evergreen Review, 5 Mar. 1999. Web. 12 May 1999.

Article in an electronic magazine (ezine)

Tyre, Peg. "Standardized Tests in College?" *Newsweek*. Newsweek, 16 Nov. 2007. Web. 15 May 2008.

Author, no date

Dawe, James. *The Jane Austen Page*. Jane Austen Literary Society, n.d. Web. 16 Sept. 2003.

[Click HERE for more help with evaluating websites.]

"Education... has produced a vast population able to read but unable to distinguish what is worth reading."

G. M. Trevelyan

(1876 - 1962)

Why not use WIKIPEDIA? The following information is excerpted directly from the Wikipedia website itself:

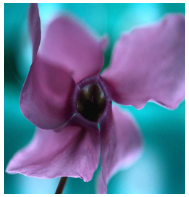
"Wikipedia's status as a reference work has been controversial since its open nature allows vandalism, inaccuracy, inconsistency, uneven quality, and unsubstantiated opinions…The authors need not have any expertise or formal qualifications in the subjects which they edit…."

"Wikipedia." *Wikipedia, the Free Encyclopedia*. Wikipedia, 15 June 2010.

Web. June 2010.

* HINT: If you cannot find a date on the webpage, look back to the previous pages on the site that link to the page. To truncate a web address, delete the characters following the last slash mark. Press *enter* and examine the new page. Continue this process until you find a date of publication. Legitimate sites will have one.

Art:



Technical innovations such as synthetic dyes, photography, and paint tubes contributed significantly to the advent of Impressionism.

Family and Consumer Science:

Although they share many similarities, the South Beach Diet is more healthful than the Atkins Diet because it provides more precise direction for consuming carbohydrates, fats, and proteins.

Foreign Language:

Illegal immigrants provide inexpensive labor to the agricultural, industrial and service areas which benefit the U.S. economy.

CAN YOU IDENTIFY THE APPROACH AND PURPOSE FOR EACH OF THE THESES & POs LISTED ABOVE?

TIP: If the idea is not yours or not common knowledge, it still requires an in-text citation EVEN if you put it in your own words. Therefore, since your thesis is your own original thought, it does NOT require an in-text citation.

Organizing your Research

An outline is like an X-Ray of your entire paper. It is a window into its structure, and as such must be organized clearly. Several outlining formats exist (e.g., alphanumeric, decimal, sentence, topic), but no matter which format your teacher requires, each item listed after a major header such as a Roman numeral must have parity with its counterparts. Also, any major topic or subtopic in the outline requires at least one paragraph for adequate development. The outline sample that follows is in the Microsoft Word ® auto-format form.

I. Introduction
- a. Hook
- b. Background on topic or occasion
- c. Pivot-point
- d. Thesis
- e. PO
  - i. Proof no. 1
  - ii. Proof no. 2
  - iii. Proof no. 3

II. Body section: Proof no. 1
- a. Topic sentence
  - i. Supporting idea
    - 1. Quotation
    - 2. Paraphrase
  - ii. Supporting idea
    - 1. Quotation
    - 2. Paraphrase
- b. Topic sentence
  - i. Supporting idea
    - 1. Quotation
    - 2. Paraphrase
  - ii. Supporting idea
    - 1. Quotation
    - 2. Paraphrase
- c. Clincher

Evaluating Websites' Credibility

Your goal when searching the Internet is to find reliable sources. While a general survey of several websites is a good starting point to help point you toward legitimate, scholarly sources, remember, *anyone* can publish a website on *anything*. Publishing in cyberspace is extremely cheap, unregulated, and often anonymous. Scholars are experts on a topic, and it is this expertise you must seek when researching; however, most web searches will return hits to non-scholarly sites, many of which might claim to have expertise in an area but, in fact, do not. Always maintain a healthy skepticism when reviewing any Internet site. The burden of proof is on YOU to determine the credibility of the website. Ask yourself the following questions to sort the scholarly sources from the non-scholarly: Does the webpage have

- ☑ **legitimate footnotes?**
- ☑ **working links to other scholarly sources?**
- ☑ **a database of research articles?**
- ☑ **a date of publication or posting? ***
- ☑ **an author?**
- ☑ **affiliation with a college or research institution?**
- ☑ **affiliation with a reputable newspaper or magazine?**

If not, find a site that does.

Newspaper article

Broder, John M. "Clinton Adamant on 3D World Role in Climate Accord." New York Times 12 Dec.1997, natl. ed. : A1+. Print.

Recording (album, cd, cassette, TV show)

If you do not know the year of issue, indicate this by n.d.

Neruda, Pablo. "Arte Poetica." *The Caedmon Poetry Collection: A Century of Poets Reading Their Work*. Harper, 2000. CD.

Marsalis, Branford. *Romances for Saxophone*. English Chamber Orch. Cond. Andrew Litton. CBS, 1986. CD.

"The Phantom of Corleone." Narr. Steve Kroft. Sixty Minutes. CBS. WCBS, New York, 10 Dec. 2006. Television.

Scholarly article

Suppenmier, Shane Q. "My Article Title." *Postmodern Disquisitions* 14 (1999): 144-67. Print.

III. Body section: Proof no. 2

a. Topic sentence
   i. Supporting idea
      1. Quotation
      2. Paraphrase
   ii. Supporting idea
      1. Quotation
      2. Paraphrase
b. Topic sentence
   i. Supporting idea
      1. Quotation
      2. Paraphrase
   ii. Supporting idea
      1. Quotation
      2. Paraphrase
c. Clincher

IV. Body section: Proof no. 1

a. Topic sentence
   i. Supporting idea
      1. Quotation
      2. Paraphrase
   ii. Supporting idea
      1. Quotation
      2. Paraphrase
b. Topic sentence
   i. Supporting idea
      1. Quotation
      2. Paraphrase
   ii. Supporting idea
      1. Quotation
      2. Paraphrase
c. Clincher

V. Conclusion

a. Restate thesis and PO
b. Full-circle return to occasion in introduction
c. Final clincher

Paper Length and Number of Sources

	Typical Minimum Length *	Minimum Sources	Maximum Online ** Sources	Average Citations Per Page
8th graders	2	2	1	3-5
Freshmen	3	3	2	3-5
Sophomores	5	5	3	3-5
Upperclassmen	6	6	3	3-5

* Number of pages does NOT include your list of works cited (even though the header pagination is continuous).

** While online sources are not required, all sources must be scholarly. Encyclopedias are NOT scholarly sources. Sources that appear both in print and online (e.g. *The New York Times on the Web*) do NOT count as online sources.

TIP: To determine approximately how many total in-text citations you'll need in your paper, multiply the number of pages (excluding the list of works cited) by four.

Introduction, preface, foreword, or after-word NOT written by the author

Zazoo, Robert. Introduction. *Ship Shape*. By Muddy Scupper. London: Penguin, 2007. 8-45. Print.

Literary criticism originally published in a scholarly journal and reprinted in an anthology (e.g., TCLC, CLC, etc.)

Moser, Thomas C. "Views of Edwardian Fiction." Sewanee Review Apr. 1983. 282-91. Rpt. in *Contemporary Literary Criticism*. Ed. Janet Witalec. Vol. 176. Detroit: Gale, 2003. 137-43. Print.

Magazine article (periodical published weekly)

Feldman, Lumpy M. "Cruisin' for a Bruisin'." *Seafarer Magazine* 21 July 2005: 22. Print.

Magazine article (periodical published monthly)

Feldman, Lumpy M. "Cruisin' for a Bruisin'." *Seafarer Magazine* Aug-Sept. 2005: 22. Print.

Musical composition

Chopin, Frederic. Waltz in A-flat major, op. 42.

Fieldwork (for EGHS senior project only, list yourself)

Student, Samuel. Field Work. 28, 29 and 30 June 2008. 15, 16, 17 July 2008. 2, 4, 7 and 10 August 2008.

Government publication

"Deaths by Major Causes: 1960 to 2002." United States. Census Bureau. Statistical Abstract of the United States: 2004-2005. 124th ed. Washington, DC: GPO, 2004. Print.

Graphic novel

Note: Start your entry with the person and title whose contribution you wish to highlight, and then include subsequent collaborators and their titles.

Pekar, Harvey, writer. *The Quitter*. Art by Dean Haspiel. Gray tones by Lee Loughridge. Letters by Pat Brosseau. New York: Vertigo-DC Comics, 2005. Print.

Interview you have conducted

Crumbum, Lester. Personal interview. 20 July 2002.

Interview, other

Wiesel, Elie. Interview by Ted Koppel. Nightline. ABC. WABC, New York. 18 Apr. 2002. Television.

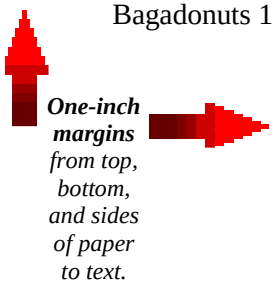
FORMATTING YOUR PAPER

All papers must…

- ☑ Use the most recent **Modern Language Association (MLA) standards** for formatting the paper and for documenting all in-text citations and sources on the works cited list.
- ☑ Use ONLY **12 pt. Times New Roman or Arial font** (except for note cards, which may be handwritten).
- ☑ Use **one-inch margins** on the top, bottom, and sides.
- ☑ Contain **NO spelling or grammatical errors**.
- ☑ Contain **topic sentences in your own words** for every paragraph.
- ☑ Include **NO supporting quotations in the introduction, conclusion** or topic sentences.
- ☑ Contain an average of **FOUR in-text citations per page**.
- ☑ Be an original document. **Plagiarized material will result in an automatic failing grade** for the assignment and likely the quarter.
- ☑ **Contain ALL drafts, revisions, outlines, notes, note cards**— everything that led up to the final draft.
- ☑ Include a rubber band securing all note cards, include all work (drafts, outlines, etc.) in reverse chronological order, all sealed in a large, clear freezer bag.

MLA Formatting Template

Bagadonuts 1



Joe Bagadonuts

Mr. Griffin

Algebra 1B

1 January 2010

Title of Paper

The MLA style guidelines provide rules for scholarly writing. Double-space ALL text. You will NEVER need to single-space anything in your paper. Two typical elements of MLA term papers are provided as examples in this template: in-text citations and quotations.

In-Text (Parenthetical) citations:

Per MLA guidelines, all sources must be cited in a properly-formatted list, located on its own page at the end of the paper. Within the body of the paper, a "pointer" containing the author's last name and a page range within parentheses (Erickson 24-67) indicates the cited text. *The author's last name corresponds with the entry on the list of works cited,* allowing readers to look up the source of the citation.

Book with three or more authors

Gilman, Sandra, et al. *Hysteria Beyond Freud*. Berkeley: U of California P, 1993. Print.

Essay or chapter in a book edited by another

Weyler, Karen A. "Captivity Narratives." *The History of Southern Women's Literature*. Ed. Carolyn Perry and Mary Louise Weaks. Baton Rouge: Louisiana State UP, 2002. 25-31. Print.

Anthology of an author's works compiled by an editor

Chaucer, Geoffrey. *The Works of Geoffrey Chaucer*. Ed. F. W. Robinson. Boston: Houghton, 1957. Print.

Book with an editor only

Lopate, Philip, ed. *The Art of the Personal Essay: an Anthology from the Classical Era to the Present.* New York: Doubleday, 1994. Print.

Dictionary

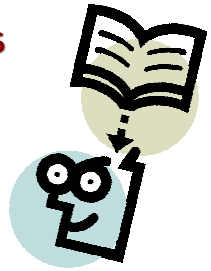
"Onomatopoeia." *Webster's Collegiate Dictionary*. 11th ed. 2003. Print.

DVD

Noujaim, Jehan, dir. *Control Room*. Lions Gate, 2004. DVD.

Works Cited

Documenting Non-Digital Sources



Note well:

- **Works cited pages are entirely double spaced.**
- **Be sure to include the type of source (e.g., television, print, sculpture, performance, etc.)**

A work of art

Perutz, Dolly Hellman. *Bird Flying Machine*. 1973. Sculpture. Central Park, New York.

Book

Afishnaméd, Wanda. *My Life with John Cleese*. London: Python P, 2003. Print.

Book with two authors

Brown, Nathan, and Sheryl A. Proper. *The Everything Paying for College Book*. Avon, MA: Adams, 2005. Print.

Quotations:

Quotes with fewer than four lines of prose or three lines of verse are quoted directly in your sentence. Include this type of quote "directly in the sentence and enclose it within quotation marks" (Bumpkin 23). Never create a run-on sentence when leading into, out of, or text-sandwiching a quotation. Together, the quotation and your own words must be a grammatically correct sentence.

Quotes more than four lines of prose or three lines of verse follow different guidelines. Introduce these block quotations with a colon:

← One inch →

Start long quotes on a new line. Indent the quote one inch from the left margin. Also, double-space the lines and omit quotation marks. If you quote more than one paragraph, indent the first line of each paragraph an additional quarter inch.

When quoting verse, maintain line breaks from the original work. Include a parenthetical "pointer" after the closing punctuation, such as the one that follows. Note that with long quotations, the period does *not* follow the closed parenthesis. (Erickson 34)

Bagadonuts 3

Works Cited

Author's Name. Title of Book. City: Publisher, Year. Print.

Author's Name. "Title of Article." Title of Publication, Date published: Pages. Print.

Author's Name. "Title of Scholarly Online Article." *Title of Online Publication* (Year Published): Pages. Web. Date of access.

"Title of Article." Title of Media. City: Publisher, Year. CD-ROM.

Author's Name. Document Title. *Webpage Name*. Website Publisher, Date of Internet publication. Web. Date of access.

"Title of Article." Editorial. Title of Editorial. Website publisher, Date of Internet publication. Web. Date of access.

Note:

- **Work Cited Pages are entirely double spaced.**
- **Use n.d. if no date of publication is available.**
- **Use N.p if no publisher is listed. (Note the capital *N*.)**
- **For additional examples, refer to page 48 of this document.**

A good rule of thumb is never to write out *university* or *press*-- instead use *U* or *P* respectively. Example No. 1: U of Toronto. Example No. 2: Cambridge UP.

What do I do if the source has multiple cities of publication?

Use only the first city of publication listed on the title page.

Should I include the country of publication?

Not usually. Include a foreign country of publication *only* if the city is unfamiliar or ambiguous.

What months should I abbreviate?

Abbreviate all months except May, June, and July. Use the following month abbreviations only: Jan., Feb., Mar., Apr., Aug., Sept., Oct., Nov., Dec.

How do I number consecutive pages or dates?

For numbers one through ninety-nine, write the second number in full. Example: 2-97. For numbers 100 and greater, write only the last two digits of the second number unless more are required for clarity. Example No. 1: 105-34. Example No. 2: 699-1021. For years spanning across a century mark, write both dates out completely. Example: 1876-1909. For years within the same century, write out the entire first year and the last two digits only of the last year. Example: 1909-12.

How do I number nonconsecutive pages in a periodical?

Write the number of the first page only, followed by a plus sign. Example: 68+ .

Should I underline end-line punctuation?

No. Periods that follow source titles are never included in underlining. Example: *Zen and the Art of Motorcycle Maintenance.*

WORKS CITED FAQ

Do I include respectful titles like Ph.D., Reverend, etc.?

No. Titles are not part of the author's proper name. Simply use the author's name as you would any other author without a title.

Do I include generational suffixes such as Jr., II, III, IV?

Yes. Generational titles are part of the author's proper name. Example: Rockefeller, John D., IV.

What words should I capitalize in the title and subtitle?

Capitalize the first word, all principal words, all words following hyphens in compound words, and the last word. Principal words include Nouns, Pronouns, Verbs, Adjectives, Adverbs, and Subordinating Conjunctions such as *After, Although, As If, As Soon, As, Because, Before, If, That, Unless, When, Where, While.*

What should I NOT capitalize in the source title and subtitle?

If they are not the first word, last word, or a word following a hyphen in a compound word, do NOT capitalize **articles** (e.g., *a, an, the*), **prepositions** (e.g., *in, under, above,* etc.), **coordinating conjunctions** (e.g., *but, nor, or, for, and, but, yet, so*), and the ***to* part of an infinitive** (e.g., to Be).

Examples:
On Death and Dying
Donuts Days: My Holey Life
One If by Land
One Day at a Time
On and on We Go On

Are publishers' names abbreviated?

Many are. Consult page 248 of the seventh edition of the MLA handbook for proper publisher abbreviations.

"Order is the Shape upon which Beauty Depends."

PEARL BUCK

(1892-1973)

Quoting and Paraphrasing: FAQ

Why do I have to include paraphrases and quotations in my paper?

To lend credibility or authority to your writing. Since you are not an expert on your topic, you must consult those who know much more about it than you. Caution: Don't do more harm than good by citing poor sources.

What is a paraphrase?

When you paraphrase, you put the original source's ideas, facts, or opinions in your own words.

Why must I cite the source when I paraphrase?

Even though paraphrases are in your own words, the ideas, facts, or opinions belong to the writer. Therefore, you must acknowledge the original source by using a parenthetical citation.

When should I paraphrase?

Paraphrase when you want to simplify the main ideas of the source material.

.

How do I avoid plagiarism when paraphrasing?

Avoid "patchwork plagiarism." Insure you include the source and page in parentheses following the paraphrased information. Insure you are quoting the source you claim you are quoting.

What is a quotation?

When you quote, you include the original words EXACTLY as they occur in the original.

What if my source has two or three authors?

You must either include all authors' last names in your sentence or in parentheses. List the authors in the same order as they appear in the list of works cited. Example: (Smith, Somerville, and Volo 22-23).

What if my source has four or more authors?

Include the last name of the author listed first in the list of works cited entry followed by the abbreviation "et al." or "and others." Example: (Smith et al. 22-23).

How do I cite another source being cited within my source?

It is preferable to find and use the original source. If you cannot find the original source, you may use an indirect quotation by using qtd. in (quoted in) to indicate the original source. Example: Feldman believes that "all truth is found in paradox" (qtd. in Smith 22).

How do I cite a play or a poem?

For plays in verse (e.g., Shakespeare's works), include the author's name and play title in your sentence and include in parentheses the act, scene, and line number(s) using Arabic or Roman numerals separated by periods. Example: (I. ii. 34).

May I cite a source in my paper without documenting it in my list of works cited?

No. The purpose of your in-text citations is to point the reader to a specific source in your list of works cited. Therefore, each source you refer to in parentheses in your essay must match a source listed on the list of works cited.

Do titles belong in italics or quotation marks?

Shorter works belong in quotation marks. Remember the acronym SPACE: **s**hort stories, **p**oems, **a**rticles, **c**hapters, **e**ssays. Longer works, such as books, plays, epic poems, magazines, films, web sites, and paintings are italicized. Do NOT underline any titles.

IN-TEXT (PARENTHETICAL) CITATIONS: FAQ

How should I cite sources within my paper?

Include in parentheses the author's last name, a space, and the page number. Note: Do NOT include abbreviations such as p. or pp. for page(s). Do NOT include a comma after the author's name. Example: (Smith 22).

What should I do if the author's name appears my sentence itself?

In this case, omit the author's name in the parentheses. Never include the page number in the sentence itself. Example: According to Smith, global warming is unavoidable (22).

What should I do if I want to cite a work with no author?

Abbreviate the work's title. Ensure your abbreviation is consistent with that in your list of works cited AND in subsequent citations. Example: ("Global Warming" 22).

What about two authors with the same last name?

Simply add each author's first initial to your parenthetical citations. Doing so will let your reader know to which entry on the list of works cited your citation refers. Example: (M. Smith 22).

What if I am citing two or more works by the same author?

In order to distinguish among different works by the same author simply include the author's name in your sentence and an abbreviated title corresponding to the title in your list of works cited. Example: ("Global Warming" 22).

How much should I quote?

Quote only brief passages (i.e., a phrase, clause, or a series of sentences) that are especially interesting, well-written, or unusual. KEEP YOUR QUOTATIONS AS BRIEF AS POSSIBLE. Use only as much of the original words as you need to make your point.

Do I really have to include in my quotation every word from the original source?

Yes. However, you may eliminate words that do not pertain to your point as long as you do not change the meaning of the original text.

How do I show that I have left out part of the original?

Use ellipses to indicate you have omitted part of the quotation. Example: This sentence… still makes sense.

How do I avoid plagiarism when quoting?

Insure you include in quotations marks the phrase, clause, or passage from your original source. Insure you include the source and page in parentheses following the quotation. Insure you are quoting the source you claim you are quoting.

How should I include quotations in my paper?

Use one of the three methods on the following page to include quotations in your paper:

STYLE TIP: Quote or paraphrase an average of four times per page only. Too many citations will lead your reader to believe that you are neither an original thinker nor a confident writer.

Smooth Moves: Integrating Quotations

Quote Sandwiches: In most cases, paraphrases are an effective and sufficient form of providing supporting evidence. Use a quotation only when the writer's words are especially well-written, powerful, or crucial to making your point. When including a paraphrase or a quotation, be sure to make its significance clear to your reader. Use the quote sandwich method contained in the steps below as a guide:

1. Introduce the idea to be proven in the quote.

2. Insert the quotation (a sentence, a phrase, or just a few words).

3. Follow the quote with an explanation of how it supports or helps prove your thesis.

Remember, if you make a sandwich without bottom slice of bread, your sandwich will fall apart. If you are not willing to provide an explanation of how the quote supports or helps prove your thesis, your quote sandwich will fall apart also (and so will your grade).

EXAMPLE from PHYSICS:

> Ironically, light itself refuses to be entirely illuminated by scientific scrutiny. Light defies classification as it is "neither a particle nor a wave but behaves as both" (Stenhouse 156). Light's paradoxical nature is a powerful reminder that humankind's rational abilities indeed have limits. It also calls into questions whether the universe is even knowable at all.

Remember ...

Plagiarism is Academic Theft.

Papers containing plagiarism will receive a zero for the assignment and a zero for any graded material pertaining to the paper-writing process (e.g., note-cards, outline, drafts, etc.). **The teacher is required to notify the student's parents, guidance counselor, and assistant principal of the incident which will be kept on file.** Other consequences may include

- **A formal reprimand by the school's Honor Board.**
- **Community service.**
- **Notification of the student's guidance counselor.**
- **Notification of teachers in the department who may decide individually not to write a recommendation to college.**
- **Notification of class advisor or coach which may result in impeachment or forfeiture of leadership position.**
- **Notification of the National Honor Society advisor which may result in ejection from the society.**
- **Suspension from school (at the discretion of the administration).**

TIP: When integrating quotations, insure you create a clear, grammatically correct sentence. To do so, simply remove the quotation marks and check whether or not you have a fragment, run-on, or comma splice. Revise accordingly.

Wrong	Right
The Grapes of Wrath is a historical novel, "it is a summation of national experience at a given time" (Levant 93).	*The Grapes of Wrath* is a historical novel because "it is a summation of national experience at a given time" (Levant 93).
✘ **Problem?** Comma splice. ? **Revision:** Add the word *because* to create a single, complete sentence.	? **Test:** Remove the quotation marks. ☑ *The Grapes of Wrath* is a historical novel because it is a summation of national experience at a given time.

"Wise Men Talk Because they Have Something to Say.

Fools Talk Because They Have to Say Something."

(PLATO)

When including quotations for support, avoid "plopping" them into your paper. In other words, do not allow quoted material to stand alone. Stand-alone quotations usually jar your reader because they do not typically provide clear, explicit connections to your ideas preceding and following the quotation. Example:

✘ The classic work *The Grapes of Wrath is* a historical novel. "A summation of national experience at a given time" (Levant 93).

Instead, make the connections clear to the reader using a variety of any of the following methods:

The Lead-in

Begin a sentence in your own words and then blend in a direct quotation. Example:

The Grapes of Wrath is a historical novel because it is "a summation of national experience at a given time" (Levant 93).

The Exit Out

Begin a sentence with a direct quotation and then lead your reader out with your own words. Example:

"[A] summation of national experience at a given time," the work *The Grapes of Wrath* is indeed a historical novel (Levant 93).

The Drop In

Begin a sentence in your own words, blend in a direct quotation, and then end with your own words. Example:

The classic work *The Grapes of Wrath* is "a summation of national experience at a given time" and therefore is considered a historical novel (Levant 93).

The Block Quotation

Use an offset or "block" quotation when quoting more than four lines. Introduce the block quotation with a complete sentence that ends with a colon. Begin the quotation itself on a new line, indented one inch from the left margin. Do NOT use punctuation marks around the quoted material (the indentation is enough to let your reader know that you are quoting). End the block quotation with a period. Include the in-text citation *without* a period. Example: (See page 32 of this handbook.)